

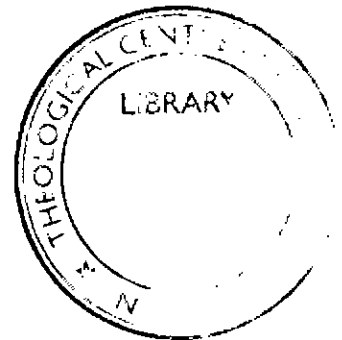
**SAINT MARY'S UNIVERSITY OF MINNESOTA
NAIROBI CAMPUS**

**CHRIST THE TEACHER INSTITUTE FOR
EDUCATION**

*Effects of Family Problems on the Academic Performance: a case
study of Our Lady of Fatima Secondary School*

By

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**A Research Project Submitted to Christ the Teacher Institute for Education in Partial
Fulfillment for the Requirements for the Bachelor of Science Degree in Education of**

Saint Mary's University

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Nairobi-Kenya

DECLARATION

I, the undersigned, declare that this research work is my original work achieved through personal reading, scientific research, and critical reflections. It has never been submitted to any university or institution of learning for academic grading. All sources used have been duly cited and acknowledged.

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04/05/04

Date

This study has been submitted for examination with the approval of the course lecturer and supervisor

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12-05-04

Date

DEDICATION

To my sisters, Helena and Tsega, who were once in orphanage of the Children's Home (Guder) in Ethiopia. Their experience in the orphanage inspired me. Eternal rest to my parents who taught me how to read and write and the value of education. Although death separated us, your profound love was inspiration in this study.

And to all the children with the family related problem. Your struggle is mine.

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First and foremost, thanks to the Comboni Missionary Sisters working in the hardship areas. Their prayer and commitment was an unforgettable support during the study.

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I thank all the respondents, students, teachers, and parents of Our Lady of Fatima for their cooperation and honest response. My gratitude goes also to the students with whom I shared the course; their support was immense.

My sincere thanks to each and every one of you! Thank you All!

ABSTRACT

This research focused on the impact of family problem on the academic performance of secondary school children in Our Lady of Fatima Nairobi.

The researcher used survey and case study designs. The study was carried out in Our Lady of Fatima Secondary School Kasarani District. The sample groups were the head teacher, teachers, students, and parents. The instruments used to elicit the data were questionnaires and an interview guide.

The following research questions guided the studying

- i. What are the effects of family problems on the academic performances of children at Our Lady of Fatima Secondary School in Kenya?
- ii. What are some of the possible concrete suggestions that can help to improve the conditions of these children and their academic performance?

The results of research show that numerous students are affected by the family related problems.

The findings include:

1. The learners in the classroom carried with them their family situation. Therefore for better performance healthy family situation became essential.
2. Success in academic performance depended on the collective responsibility of students, teachers, parents, government and other organizations.
3. There was a high rate of school dropout in Our Lady of Fatima.

4. The high level of poverty, made difficult for parents to educate their children.

Majority of students living in the slum environment where, life is dismal and has very little meaning for education and their future, success in academics not only depends on the teachers' own positive commitment, but it also requires a lot of involving the students and collaborating with parents, the government and other organizations.

Some of these students are out of school because of school fees or domestic responsibilities. In order to improve the performance of these students there is vital importance of understanding these students and their problem deeply as to follow them up constantly and give the needed assistance. Therefore there is a great and urgent need to encourage and enable the students to perform academically successfully and have a bright and promising future. This can only be achieved by cooperative work of parents, teachers, administration, government, NGOs and the Church.

Children and their poor conditions are a great challenge for the government of Kenya, as well as non-governmental and church based organizations working in the country. They must struggle to restructure socio-political priorities and respond to the basic needs of so many people, principally the children.

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ABBREVIATIONS

CRE	Christian Religious Education
OLF	Our Lady of Fatima Secondary School
PE	Physical Education
PTA	Parent Teacher Association
KCSE	Kenya Certificate of Secondary Education
NARC	National Rainbow Coalition

CHAPTER ONE

1.0 INTRODUCTION

1.1 BACKGROUND TO THE STUDY

A healthy family environment is particularly important to ensure the holistic growth of a child. The parents are the people primarily charged with the task of the education of their children and, ultimately, with the formation of the basic educative achievement of the child. Educating a child is crucial for his or her survival and empowerment. Family problems not only inconvenience and disappoint children but also rob them of many of life's opportunities.

Farrant (1991) states that children enter school with a predisposition towards success or failure, which stems from parental interest, love, and the acceptance they are offered from birth. The child's self worth produces expectations, which are later expressed in their performances at school.

The family not only transmits culture from the existing surroundings but it interprets culture by evaluating it and this contributes to the formation of a child. It is in the bosom of the family that choices are made, or at least influenced, judgments are formed, and conflicts of culture are resolved. The family provides the child with satisfaction or desire for ultimate responses.

Despite the significant role that family life plays, it is nonetheless an institution under siege by changes, challenges, and crisis that many children and adolescents face today. Divisions within families and the deaths of parents leaving the children behind are growing problems. When children grow up in broken family, they lack affection, moral values, genuine guidance and, often, fail to receive a proper education.

In Africa, there is more than enough evidence that the AIDS pandemic is plunging the continent into a culture of death, shattering the joyful attitude of the African people towards life. It overshadows the very act at the source of the transmission of life. It destroys the fabric of the family and society. Furthermore, African societies have developed a vicious circle of increasing poverty. The few are rich and the majority of the people are poor. Among the greatest victims of poverty are women and children (UNAIDS AIDS Epidemic Update July-August, 2001).

Children with family problems find themselves in much the same situation as an unaccompanied child. Both groups are exposed to severe economic hardships. Many of these children experience feelings of insecurity, guilt, anger, jealousy, depression and rejection. Many lack basic self-confidence. Many children who have lost their parents, or are living in households which have taken in AIDS orphans, may be forced to drop out of school because school fees have become unaffordable and many children are therefore forced into the labor force. All these factors have an impact upon the learning process and the academic performance of the child.

Education is key to life and to an individual's development. For each child, education is a journey to maturity; a journey towards integral growth. In this journey towards integral growth, the accompaniment of both teachers and parents is crucial. During the academic year the children spend more time with teachers than parents.

Education worthy of the name cannot be confined to training for individual betterment, for personal achievement, or for excelling in competitive examinations. It must, therefore, include education in the gospel of social service and social change. Education is a formative journey, and so academic excellence does not mean intellectual excellence alone. Rather, it encompasses the growth of the emotional or affective, spiritual, psychological, and intellectual dimensions of the human person. It is in this sense of the renewed understanding of education that parents' role becomes evermore crucial. What happens when children are surrounded by family problems? What happens when children are orphaned or grow up in broken homes? Can the child really gain true education in such a situation?

The concept of the broken family means more than the separation of two persons. It implies a social crisis in broader terms and family crises in the narrow sense. When the separation of husband and wife occurs it creates a broken home but also shakes the existing socio-political, economic, psychological, moral and ethical, system of the nation. It divides human love that has been offered by God for the support of human

life. It also deprives many underage children, and darkens their future in a myriad of ways.

Education is the liberating factor for the integral development of the person. Consequently, there should be concern and sensitivity for the less fortunate, and the Church and Kenyan government should work to enhance the educational rights of children and develop systems to identify poor children and accompany them during difficult periods. They should enlist the help of non-governmental organizations in constructive partnership to accomplish this work.

Since education prepares young people for participation in the large society, it is the constitutional responsibility of the Kenyan government to ensure that children in these pathetic situations are protected. The socio-political commitment of the government should primarily give attention to liberating the children with family problems; especially orphans, unaccompanied children, and poor women who suffer in dehumanizing situations which hinder personal progress. Therefore, the government should establish social priorities to upgrade the living standards of the less fortunate, especially when children are concerned.

In addition, the Church's evangelizing mission should focus on those evils of society, which deprive people of their basic human dignity and oppress them. Certain attention is needed for children with family problems and children who have lost their parents,

but also unaccompanied children, street children and war victims. All are in great need of accompaniment.

Genuine social concern by any government and non-government organizations can only be understood in terms of identification with those outside, at the periphery, i.e., the poor, the oppressed, the women, and the children. Organizations need to find ways of alleviating their unheard cry. Education essentially allows the human person to liberate him or herself.

In the slums of Nairobi, where there are many street children, no government plan, no matter how elaborate, will ever succeed if it excludes the concern for the most victimized. In the Nairobi slums, many children lack the attention of governmental organizations. Children are exposed to many dehumanizing factors such as idleness, theft, taking drugs, lack of basic education, violence, and economic exploitation.

Children and their poor conditions are a great challenge for the government of Kenya, as well as non-governmental and Church-based organizations working in the country. They must struggle to restructure socio-political priorities and respond to the basic needs of so many people, principally, the children.

1.2 OUR LADY OF FATIMA

Our Lady of Fatima is a co-educational day secondary school located in Kariobangi North, Kasarani Division. It is a government school under the sponsorship of Nairobi Catholic Archdiocese. The Comboni Missionaries started the school in 1988 in Korogocho. Its aim is to serve less fortunate children in poverty stricken Korogocho and the environs of Kariobangi.

The school moved to its current location in 1991 and in that same year the school sat for its Kenya Certificate of Secondary Education (KCSE) for the first time. The results have improved over the years. In 1991 it was a single streamed school. In 1993, it extended to three streams. In January 2003, another structure was built and it became a four streamed school.

The government, the board of governors, and the sponsors manage the school. The parents finance the school through the payment of school fees, while the government pays the teachers' salaries. There are sponsors who build the school and cater for other needs such as food. At the beginning of the school year in 1988, the parents did not want to contribute to the building of the school. They felt that their children should not pay school fees because it is a Catholic sponsored school.

Through guidance, counseling and educating, and the education of the parents, they came to understand and appreciate their need to contribute to the progress of the school.

They have developed a cordial relationship with the administration and they work hand-in-hand with them to manage disciplinary cases involving of their children. The teachers are dedicated and they love their work despite the difficulties they face. The students, too, co-operate with their teachers, even though the environment is harsh.

The current population of students in the school is eight hundred. They are 330 girls and 470 boys. The school provides lunch (boiled beans and maize) to enable them continue with the afternoon sessions. 85% of the students are from Korogocho, Dandora, Babandogo, Huruma, Mathare, and Kariobangi area.

There are forty-two (42) on the teaching staff in Our Lady of Fatima, (10 male and 32 female teachers) with nineteen (19) supporting staff (6 kitchen attendants, 2 bursars, 2 secretaries, 2 technicians, 1 librarian, 2 cleaners, and 2 security guards). Furthermore, the school is four streamed making a total of sixteen streams. Each class has an enrolment of about fifty students.

Sixteen subjects are taught in the school: Mathematics, English, Kiswahili, Biology, Chemistry, Physics, History, Geography, CRE, SEE, Music, Home Science, Agriculture, AIDS Education, and Physical Education (P.E). Each subject is allotted 40 minutes. There are nine periods a day, totaling forty-five periods per week. Among these, Music, Agriculture, P.E, Home Science, Biology, Chemistry, and Physics are practical subjects.

The school has four laboratories that cater for practical subjects. Other facilities include a music room, French room, library, 2 staff rooms, kitchen, and facilities. It also has a basketball pitch and a field where students go for Physical Education. Most of these facilities are fully utilized by the teachers and the students.

The school also has clubs and movements. These include: Drama, Wildlife, Straight Talk, Football, Scouting, First Aid, and True Love Waits Clubs. The two movements are the Young Christian Students (YCS) and the Christian Union (CU). All these clubs and movements are very active. For example, the Drama Club won the highest mark this year in the Girls Dance at the provincial level and passed to the national drama and dance festivals.

The harsh environment has made many of the students harsh. Thus, the Guidance and Counseling Department is of great help to the school. The Department helps to maintain good teacher-student working relationships. The Department faces difficulties, since it lacks trained personnel. Some of the teachers are not prepared to handle some behavior issues. Besides, the teachers concerned do not have enough time for guidance and counseling because of the number of periods they teach. Once in a while, external counselors are invited to give talks to the students. This has been very helpful.

The performance of those children coming from problem families at KCSE level has been poor. The majority of those who pass these exams and join higher learning

institutions are children from well to do families. What about the many other children who remain behind?

1.3 STATEMENT OF THE PROBLEM

Family problems, such as the death of parents or separation, mean economic hardships. Children coming from broken families are deprived of basic needs (education, security, academic encouragement, etc). The effects of the deaths of parents and families cause the children to score poorly in their results in their studies.

Jolene (1991) carried out research on *The Effects of Parental Divorce on Children in West Germany: Emphasis: From the View of the Children*. Children, who experienced dramatic changes in the life and the behavior of their parents, strongly reacted to divorce. Most of the negative effects of divorce arose from conflicts at the micro level of family interaction and included family conflicts, which arose out of the custodial arrangements.

The data analysis of the study indicates that the recorded interviews projective instrument explanations were transcribed and computer stored. The data was quantitatively extracted to include the children's feelings and reactions and the expressions of family dysfunctions from the view of the children and from the view of the parent. Despite the small number of participants, percentile expressions instead of the number of children involved were used to facilitate the understanding of the

frequency of some of their reactions to and the effects of divorce on them as well as to illuminate the types of faulty expressions of family dysfunction to which the children were exposed. The effects on children seemed to fall into two categories. The negative effects such as guilt feelings, loyalty conflicts, shaken sense of identity, changes in the child-parent relationship and psychopathologies, and those effects which seemed to be meaningful physical and emotional adaptations by the children to the situation such as crying, seeking solace with peers with similar experiences, attempts at mastery through emotional distancing, and by activity and play, and in some cases, emotional growth through attainment of greater maturity.

The findings also include that the children were emotional distancing by all children, denunciation and reputation of the parents, and centrifugal separation patterns by those children who experienced severe parental discord (82%), a secret manifested wish for the reunification of the family (80%) or the longing for a family by all children; a fall in grades or academic achievements (86% of the school aged children); and the search for solace from peers with similar experiences (90% of the 3 – 18 years old).

Jangara (2002) did a study on the causes of high performance among secondary students of St. Anthony' High School in the center of the southern part of Zimbabwe. The research investigated, through her survey design, the behavior, attitudes and opinions of students towards learning. The study was done by the usage of interviews, questionnaires and descriptive surveys. Some factors responsible for high performance

were observed. When joining secondary school, some students performed better than others. Jangara also investigated factors favoring some schools than others.

Wario (2000) investigated the causes of poor academic performance in the Marsabit District in the National Examinations. Marsabit District is known for its poor academic performance. The students of this region experienced poverty that is incomparable to the majority of Kenyan Districts resulting in marginalization. The poor performances have caused the parents and the residents at large to stop and ask why? Is it that, we are so poor? Is it that the climate is not favourable? Are our teachers not competent? What causes our children to perform poorly in comparison to other parts of the country?

Research on the slum dwellers of Nairobi has been also carried out on various topics, including education. This study is meant to investigate the impact of family problems on the on academic performance of students at Our Lady of Fatima Secondary School in Nairobi.

1.4 THE RESEARCH QUESTIONS

The following questions guided the study:

- I. What are the effects of family problems on the academic performance of children at Our Lady of Fatima Secondary School in Kenya?
- II. What are the measures taken by the concerned governmental bodies in order to improve the academic performance of children with family problems?
- III. What has been the response of the Ministry of Education towards identifying the difficulty faced by slum schools?
- IV. What are the efforts of the school to help children in this situation?
- V. What are some of the possible concrete suggestions that can help to improve the conditions of these children and their academic performance?

1.4 SIGNIFICANCE OF THE STUDY

The findings of this study will help to identify the difficult circumstances that the learners come with to the classroom. It will guide the teachers about on how best they can help the students in the teaching and learning process. Administrators also benefit from the analyses of the problems to determine ways and means of assisting students coming to the school with family problems. This study will also be useful to give

directions to the students about how to have access better academic performance in order to fit in to the ever-changing society.

Above all it provides suggestions for further research and challenges generous donors to implement projects to help the children in this category. It is therefore useful for future researchers who want to perform comprehensive studies analysis on the effects of family factors upon the academic performance of children.

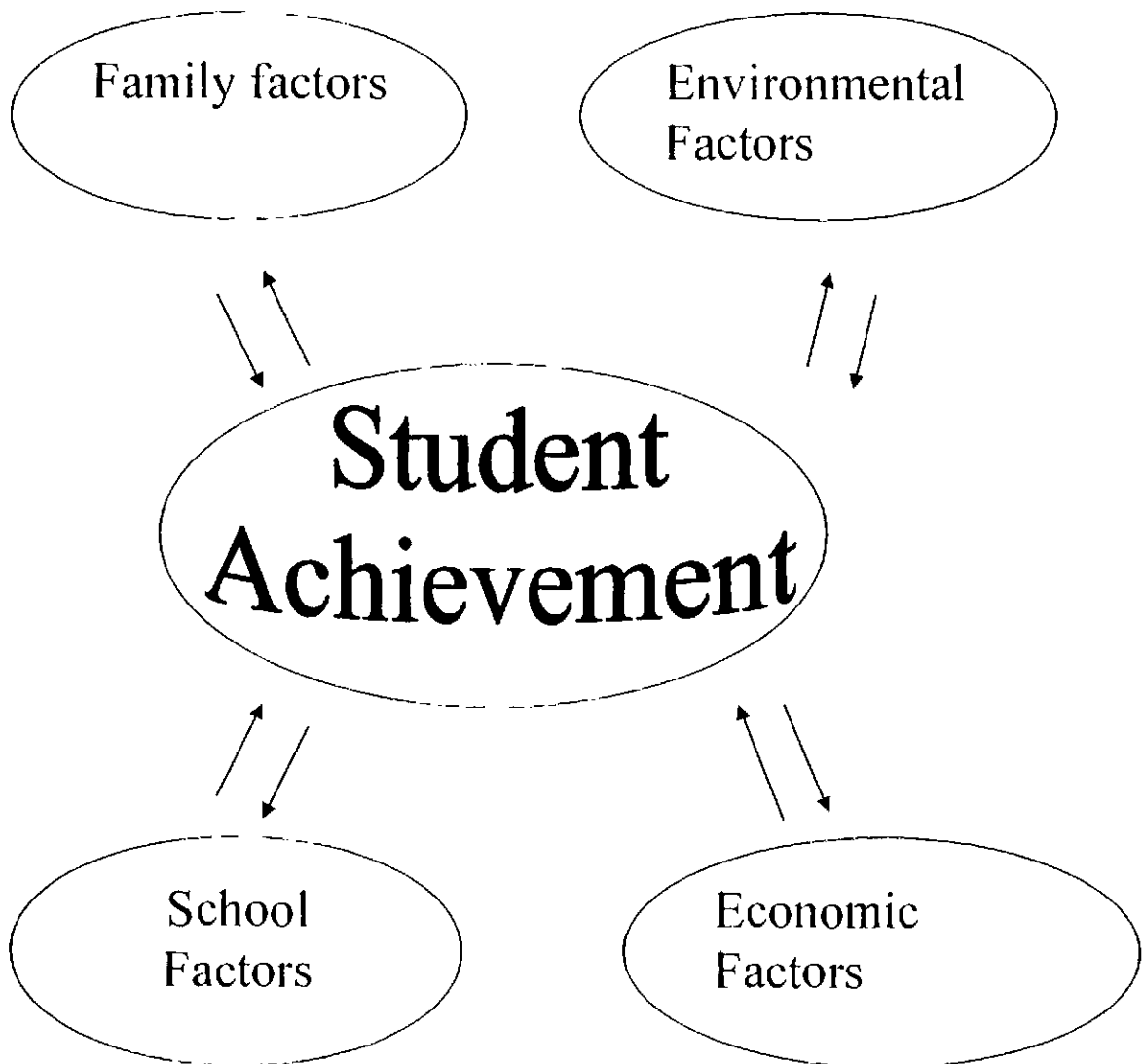
1.6. SCOPE AND DELIMITATIONS OF THE STUDY

Although a number of schools exist in the Nairobi City, the researcher limited this study to Our Lady of Fatima. This school was chosen on the assumption that it would be a justified sample representation of secondary school pupils in a slum setting. The study concentrated upon this particular school to analyze the impact of family problems on the academic performance of secondary school students since the majority of them are slum residents. Therefore the study was carried out in Our Lady of Fatima secondary school in the North of Nairobi City.

1.7 CONCEPTUAL FRAMEWORK

Educational experts agree that equally academic performance results from combination of factors. Children coming with family problems are likely to perform poorly because of uncondusive, troubled and, unhealthy conditions. There are, although, other factors that influence academic achievement.

Figure 1. The Relationship among variables



1.8 DEFINITION OF TERMS

- Broken family:** Refers to marital instability. Some people enter into casual, trial, or temporary unions. Such relationships, usually, result in separation.
- Co-educational:** Mixed school for both boys and girls.
- Family:** Universally, the human biological family consists of a husband, wife, and their children born in wedlock. The members of healthy families remain united in the ups and downs of life while helping and caring for one another in all circumstances.
- Poverty:** A state in which a person is in need, of something, especially the basic needs, but cannot afford them.
- Performance:** Refers to the success or lack of success of students in terms of academic achievements. It also refers to the students competence.
- Effect:** A powerful consequence that something, especially something new, has on a situation or person.
- Insecurity:** Not feeling safe or protected.
- Slum:** Slum is a residential area (estate) within a city where there are no facilities or proper human habitation. There is no proper housing, electricity, water, sanitation, infrastructure, etc. Those who cannot

afford the normal rent rates of other living facilities mainly inhabit them.

1.9 ORGANIZATION OF THE STUDY

This study is organized into five chapters. Chapter one provides the background information to the study, statement of the problem, research questions, the significance of the study, the scope and the delimitation, limitation of the study, conceptual framework and definition of terms.

Chapter two is a review of the literature. It is divided into two parts. The first part deals with the understanding of the nature of the family, school, and environmental factors. The second part focuses on the effect on the children's academic performance in secondary school. This chapter will indicate the point of departure for the researcher.

Chapter three is about the research design and methodology. It include research design, target population, description of the sample and sampling procedures, description of instrument, data collection procedure and, data analysis.

Chapter four presents the result of the collected data. The data is analyzed and arranged in tables, frequencies, and percentages. The data presentation and discussion are based on the main research questions that are the basis of the study. This chapter is divided into three parts. First it analyses the teachers' response, second the students and finally, the parent responses' based on interviews.

Chapter five presents the summary, conclusions, and recommendations of the study.

CHAPTER TWO

1.0 LITERATURE REVIEW

This chapter deals with the literature review in three parts. The first part describes the nature of the family and its function. The second part is the effect the child's academic performance and includes those factors touching upon family problems such as: poverty, divorce, environment, and other social factors. This is followed by the literature describing the intervention of schools to improve performance, and finally, how the children themselves speak about their state of life.

2.1 THE NATURE OF THE FAMILY

The family is the first, the oldest, and the most common institution that is found in all societies. In its narrow sense, it is a social grouping consisting of parents and their children. It is believed to be a divine and universal social institution. It is the first of human groupings; it is a small society. As a society, it unites people, has its own leaders and its own members.

The Pontific Council for the Family (1996), addressing the issue of truth and the meaning of human sexuality, clarifies the Christian meaning by stating that:

From the marriage of Christians there comes the family, in which new citizens of human society are born and, receive the grace of the Holy Spirit in baptism these are made children of God, so that the people of God may be perpetuated throughout the centuries.

Family is the natural and primary school of humanity. It is the context in which children are born, reared, educated, and fashioned into good citizens. It is the primary school of

social virtues. As a social institution, family is meant to provide for the economic, educational, interpersonal, and psychological needs of an individual.

From a Christian point of view, the history of family can be traced to the dawn of human history when God created the human race. The family is God's idea right from the beginning. Gichinga (1997) speaks of the true sense of the family when she states that:

And a woman was created; whose apparition caused the first loving song in the universe. At last, sang Adam, here's one of my own kind.... Flesh from my flesh' (Gen. 2:23). God gave them a command. 'be fruitful and multiply and fill the earth (Gen. 1: 27) thus bringing in to existence the first family, made up of a father, mother and children.

The origin of every human being is God. God created us to live in communion with one another, loving and caring for one another. The first community is that of the family. The family is the cradle of life and love, the place in which the individual is born, grows, and is protected. From this insight, it could be argued that whatever affects the family, necessarily affects humanity.

The Bishops of Zambia (1994), in their pastoral letter entitled *A Call To Love And Care*, wrote this subtle description and analysis of the essence of family:

The family is the first community of life and love. It is the basic institution that guarantees the continuity of the human race and culture, and wholesome human relationships and the security of the human person. The family therefore is the primary unit of human relationship and community living, is fellowship, the basis for broad relations. It is the primary economic and educational unit and the meeting point of generations.

The family is the basic building block of society. It is the first form of society. As such was ordained by God. Family is the most enduring community. It is a sacred community of persons committed to love and understanding.

2.2 INFLUENCE OF FAMILY PROBLEMS ON THE ACADEMIC PERFORMANCE OF THE CHILDREN

Masha (1999) conducted an investigation regarding parental support as a factor that influenced performance. As a result, he agrees that quality academic performance comes as a result of combined factors. Students tend to perform better in homes and schools where a conducive and well-organized work environment is provided. Students perform poorly in those families with troubled and unhealthy conditions. Efficiency and effectiveness are two goals that any organization should strive to achieve. In the school setting these qualities can be observed through students academic performance and the type of relationship prevailing among the people involved in the school.

Objectives of the investigation included:

- i) Assessing the way in which parental support influenced pupil's achievement.
- ii) To find out how the home environment of pupils parental guidance, provision of reading materials and supervision affect performance.
- iii) To investigate how parental-teacher interaction influences students learning.

From these findings, we came to conclude that parental support and parent-teacher interaction have significant impacts upon learning and high performance.

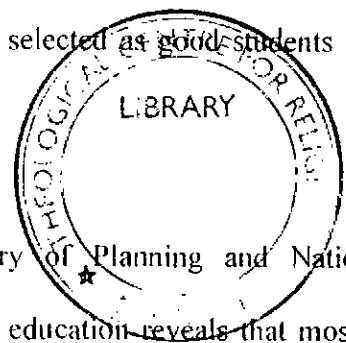
2.3 EFFECTS OF FAMILY ECONOMIC PROBLEM ON PERFORMANCE OF THE STUDENTS

In Kenya, where parents still have to pay school fees, education cannot be described as a right of every school age child. The parents have to supplement what the national government spends on secondary education. In fact, the NARC government has effectively eliminated school fees for primary education, but endless problems are still present.

With 50% of Kenyans below the poverty line (1997 Economic Survey) most parents cannot afford to finance their children's education. As a result, the lack of textbooks hinders many children from attending school regularly. In the end these children give up education. Like any slum area schools, Our Lady of Fatima Secondary School is affected.

The cost of education does greatly influence both school performance and the school dropout rates. Mill Wood, D (1977) states that the most costly Kenyan schools provide better quality education and are adept at preparing students for exam performance. Students from good schools have the chance of being selected as good students than students from bad schools.

In the First Report on Poverty in Kenya (Ministry of Planning and National Development, July, 1998), the analysis of poverty and education reveals that most of those having ever attended school pretended to have completed the primary level, 93% for both the non-poor and the poor. The picture is very different for secondary education



where the poor are left behind. Only 14.1 percent of the poor, compared to 27.3 percent of the non-poor, have managed to complete this level. This situation is even more complex, however, as only 21.7 percent of the rural non-poor have managed to finish secondary school compared to 28.4 percent of the urban poor.

It can, therefore, be concluded that it matters more, with respect to the likelihood of completing secondary school, whether a child is living in a rural or an urban area rather than if their parents are poor or non-poor. The non-poor, however, had a larger proportion reporting to have reached post secondary and universality level, that is, 3.7 percent compared to 0.8 percent for the poor. The combined results, that is, non-poor do better than poor and the urban population do better than rural, becomes very important when we consider who makes it to secondary and university level.

The overall enrolment rate for primary school and University level for both poor and non-poor are quite comparable. The difference is found in secondary education where the non-poor reported more than the gross involvement rate of the poor.

Diego (1999) did a study on the effects of poverty on formal education. The study was conducted in the Dagoretti Division in Nairobi Province, in five primary schools. Diego used simple random sampling. The objectives of the study consist of:

- I To identify the possible factors which cause poverty and lead to poor academic performance:

- II To find out the relationship between poverty and students performance in schools in Nairobi area (Dagoretti Division).
- III To find out the role-played by women in providing the basic needs for education of the children;
- IV To find out the role-played by the schools, the church the government, the NGOs, and-good willed persons on helping the impoverished students.

The findings indicated that economic poverty was seen as the major factor that affects the individual's daily life. Poverty hindered the good working of educational institutions; it affected school performance, and led to school dropouts. The findings of this study further indicted that:

- a) A hungry person is unable to learn;
- b) Many children are at home because parents cannot afford uniforms.
- c) Formal education is affected since most people are unable to afford required school materials, which they have to purchase, even though the government is supposed to be responsible;
- d) Without learning materials, the child cannot excel;
- e) Students drop out due to financial constraints within the family;
- f) In Nairobi, the family must purchase everything. Without money, it is not easy to meet other expenses;

- g) Many parents earn very little and have many children. The little they earn is only spent on food and shelter. There is not enough income for other needs including educational requirements.

The same researcher also reported that families with many children and one deceased parent, usually the father, tend to be of lower socio-economic status. In addition, adolescents who are raised in such a situation tend to have fewer friends.

Parental support, in the form of motivation, material and financial support, leads to high achievement. Where the teacher-parent relationship was healthy, pupils were found to perform well. However, his research findings were done only for primary schools.

2.4 PARENTAL DIVORCE CAN INFLUENCE PERFORMANCE

Social scientists have only begun to understand the educational impact of students who come from broken homes. Everett (1991), *The Consequences of Divorce*: finds that, “nearly all children of separation are insecure.” As they live with one parent, they fear what might happen to them if they are abandoned by the remaining parent. Everett continues to say that fear of being alone in the world is at the core of the perceived danger. The need for security moves with their parents that these children cling their homes, always wanting to be in the same room, not going out to visit friends, or not even wanting to go to school.

The development of a child always takes place within a family or community that accepts him or her and then gives praise and recognition. If parents recognize their

children's abilities and exhibit acceptance despite their faults, children will develop healthy self-confidence and believe that they are valued.

A child takes over the patterns of behavior of those whom he loves, sometimes those whose strength and achievement he envies. In such cases, parents act as group surrogates and educational representatives to usher the child into maturity. This is a major clue to the process of becoming like one's parent and taking on professions and responsibilities in one's later life. A child who grows up in a united family has the more opportunities to learn and be guided by others, which enhance the child's performance. Conversely, a child brought up in a broken family misses this pastoral model, which is supposed to inspire him/her.

Sidney (1995) in his book, *The Psychology of Family Relationships*, states that the external forces within a society will play a large and determining part in any family's life. Economics, politics, and natural factors will determine a particular family's functioning. Wars, depressions, droughts, famines, diseases, and natural disasters shape a family's historical environment as well as the kind of medical technologies and working conditions available to the family. However, all these social factors have to be filtered, integrated, mediated, and acted upon through the active psychological processes of interacting individual family members.

Teachers and principals can readily testify to the pain in children's lives caused by ruptured family relationships. Research like this testifies to the effects of family breakdown in the lives of school-aged children.

A fourth-grade teacher in central New York State, USA, comments in Lickona (1991) *Educating for Character* that, in the USA there are now more than 8 million latchkey children (children who are alone at home after school). This increases children's meanness, which reflects changes in their families. Lickona (1991; 35) comments that children who do not have close relationships with their parents and identify with family values, are more vulnerable to peer pressure. An elementary teacher cited by Lickona (1991; 33) supports this assertion. Peer pressure at school is an important factor in a child's life. Without supervision by parents, children exhibit self-destructive behavior that jeopardizes healthy growth.

Lickona goes on to warn families who do not meet the basic physical and emotional needs of children. In this case, children are not prepared to function in school, mentally or morally. Children come to school without breakfast, without enough sleep, without homework done, and without a feeling that anybody really cares about them. Learning difficulties and behavior problems are often the result.

2.5 INTERVENTION OF SCHOOLS TO IMPROVE PERFORMANCE

Mason and Kandker (1996) undertook research for the purpose of finding out what types of intervention could best improve performance in the education sector. Their approach was similar in that they analyzed data from a household survey and determined the relative importance of a number of variables regarding the demand for education. They carried the analysis further by actually stimulating the impact on enrolment probabilities of different sets of policy measures. The findings were presented by the following levels.

For Primary Education level

At this level, the study findings can be summarized by saying that, in most developing countries, both access and cost influence demand. Constrictions in the supply of primary education are a significant determinant of household enrolments. On the other hand, per capital government expenditure on primary schools has no significant impact on the likelihood of a child enrolling in primary school. Therefore, the quality of schools does not seem to affect enrolment significantly. If opportunity costs are high in relation to household income and to expected future earnings, then households may forgo schooling. Parents' educative levels have a positive and significant impact on the probability of enrolment.

At Secondary School Level

At this level, the main findings are as follows. Household income significantly affects secondary enrolment decisions. Also, distances to school play an important role in household schooling decisions. This means that money and time costs associated with travel to schools significantly affect secondary school enrolment decisions.

Mason and Kandker note, however, that the results must be qualified by the fact that the supply of education at secondary school was, until very recently, severely limited as a matter of policy.

2.5 CHILDREN SPEAK FOR THEMSELVES.

Bonnerjea (1994) in *Family Tracing: Identification*, sites the poem written by a Ugandan boy, Ssentale Arthur, in an orphanage in Massajj Boys Project, Kampala. Little has been written by children themselves on separation and its effects on them. This poem is one of the exceptions. Two images come across very clearly: how separation is associated with something stopping what we might call growth, development, maturations and of the future, the scared striking image is the uncertainty associated with 'tomorrow'.

Those children of prey,

Those angels who have lost their way,

Those disadvantaged, and always lonely,

Those afraid and always hungry

A jewel lost in illusions

A treasure buried in confusion

A painter with no masterpiece

A necklace without a head.

The child whose candle has stopped burning

The choir of singers has stopped singing

The delicate cloth has been torn

The silver slipper has been worn

We children of fortune squander

What about the child with no mother

What of the child who is filled with fear who will dry her tears?

They are the children of tomorrow

But still their tears are full of sorrow

And today they are taking a stand

They are working hand in hand

Maybe we will never understand

Why orphans love this land.

Through all the hills and mountains

Through the rivers and water fountains

The Orphans will hunger for love

But the love is only heaven above

Who will save these children of distress

Who will unburden all their stress?

CHAPTER THREE

1.0 RESEARCH DESIGN AND METHODOLOGY

This chapter deals with the research design and methodology. The study was carried out in Our Lady of Fatima, a mixed day secondary school in Kariobangi, North Kasarani Division, Nairobi, Kenya. The chapter includes the research design, the target population, description of the sample and sampling procedures, description of research instruments, data collection procedures and data analysis.

3.1 RESEARCH DESIGN

The researcher applied survey design and case study to explore all the major problems and prospects of students with family problem and its effects on the academic performance of the students. The survey design allowed collection of data from a large number of people. The design provides reliable, valid, and meaningful information since it relied on the individual's self-report on one's knowledge and attitude. On the other hand, the case study design was focused on a group of parents. It determined factors and relationships among the factors that have resulted in the behavior studied. The investigation made a detailed examination of the group.

3.2 TARGET POPULATION

The reference groups here are secondary school children. The age range of the children is 13 to 19 years. The target population respondents were the teachers, pupils, both girls and boys, and parents in Our Lady of Fatima, Secondary School, Kariobangi, North Kasarani Division.

3.3 DESCRIPTION OF THE SAMPLE AND SAMPLING PROCEDURES

The sample sizes for the students were 291 out of a total population of 800 students.

Meanwhile the sample size for the teachers was of a total population of teachers.

The head teacher, teachers, and parents were selected for purposive sampling because they were informative. The rest of the sample groups were randomly selected so that each member of the population had an equal and independent chance of being selected.

Table 1

Sampling of the Respondents

Respondents	n	N
Teachers	42	42
Pupils	291	800
Parents	40	40
Total	433	882

$$n = \frac{N}{1 + N(.05)^2}$$

$$n = \frac{800}{1 + 800}$$

$$1 + N(.05)^2$$

$$1 + 800$$

Where n = Sample

N = Actual population

3.4 DESCRIPTION OF RESEARCH INSTRUMENT

This study was a descriptive research whereby the researcher used both primary and secondary data. Primary data was collected through the use of a questionnaire as well as the use of interviews.

Secondary data to this research was obtained from various libraries, such as CUEA, Tangaza College, Hekima College and, National Library of Kenya. Ministry of Planning and National magazines, newspapers, and books were read in order to get the information needed about family problems and their affects on children's performance in education.

(a) Questionnaires

The researcher designed two categories of questionnaires, one for the teachers and the other for the pupils. The questionnaires were both closed and open-ended formats. The researcher's option for questionnaires was to collect data from a large population within a short period of time since questionnaires are fast and economical. It was also to give the respondents more time to consult records before responding.

i) Questionnaires for the Teachers

The questionnaire for teachers was three pages long and was divided into four sections. The sections elicited data collection on the background information about the respondent, and reasons the contributions of the government, the Church, the

NGOs, and the parents towards enhancing the performance of their children, the concern of the Ministry of Education for the teachers' needs in Our Lady of Fatima, the impact of family problems on the performance of secondary education and some suggestions on how to improve the performance of children with family problems.

ii) Questionnaires for the students

Questionnaires for the pupils were three pages long and were divided in to three sections. The sections drew out data on the background information about the respondent, the contribution of the government towards the enhancement of performance of children with family problems, the difference in the performance of the children coming with family problems and those from intact families, the economic background of their parents, the supervision of the Provincial Education Officer and Inspectors of Schools, the impact of family problems on the academic performance of secondary school children and some suggestions on how to improve performance of the children coming with the family problems.

b) Interview Guide for the Parents and Head Teachers

The Interview Guide was one page each with eight items in each. The parents were the focus group. The researcher interviewed 40 parents and the Head Teacher. The interview provided in-depth answers, which was not possible to get through questionnaires. Probing helped the interviewer to get additional information. The content of interview guide was on the impact of family problems on the performance

of secondary school children, the parents' own contribution and the difficulties they face in the education of their children, the contributions of the government, the Church and the NGOs towards children with the family problem. It also sought to find some suggestions on how to improve the performance of the children.

3.5 DATA COLLECTION PROCEDURES

The researcher used questionnaires and interviews for data collection. She went to the field that is to the actual school location to collect the data. She explained the need of collecting data to the head master and other teachers. The research assistant who was not a participant in the study distributed the questionnaires. He was a teacher but not in Our Lady of Fatima. With the help of the research assistant the researcher explained the need of collecting the data to the respondents. Preceding the interviews, the researcher also explained the purpose of data collection to the respondents who were the parents. The researcher interviewed 40 parents and those interviewed were not necessarily the parents of children who went to the school selected for the study but the parents who had children in any school in the area. This helped to get a more balanced view.

3.6 DATA ANALYSIS

The response to the questionnaires was analyzed according to the objectives and a research question as is indicated earlier in chapter one. They are presented in a tabular format. The data collected was analyzed by the use of descriptive statistics, percentage, and frequencies.

CHAPTER FOUR

4.0 DATA PRESENTATION AND DISCUSSION OF THE FINDINGS

This chapter gives information on the findings done by the researcher. The data are analyzed and arranged in tables, frequencies, and percentages. The data presentation and discussion are based on the main research question of the study. The chapter is divided into three parts. First, it analyses the teacher's responses, then, the student's responses, and finally, the parent's responses based on the interviews.

4.1 RESPONDENTS' BACKGROUND INFORMATION

a) Teachers

All forty-two teachers participated in the study on the effect of family problems on the academic performance of secondary school children with special reference in Our Lady of Fatima. All responded and there is 100% response rate.

The background information of the teachers' respondents includes gender and marital status.

Table 2

Distribution of Teachers' Responses by Gender

Gender	n	%
Male	8	19
Female	34	81
Total	42	100

Out of the 42 respondents, 30 of them constituted the male group, while the other 10 made up the female respondents. This shows that there are more female teachers than from their counterparts (male teachers).

Table 3
Distribution of Teacher Respondents by Marital Status

Status	n	%
Married	30	71
Divorced	1	2
Separated	2	5
Widowed	6	15
Single	3	7
Total	42	100

As indicated on the above table 71% of the respondents were married and 15% of them were widowed. Where as 7% of the respondents were single parents.

b) Students

291 students participated in the study. There was 100% response rate on their views on the impact of family problems on the academic performance of their school.

The background information of the students consists of their age and gender.

Table 4**Distribution of Students' Respondents by Age**

Age	n	%
13 - 15	5	2
15 - 20	218	75
21 and above	68	23
Total	291	100

Table 4 suggests that the large number of 291 students who responded to the questionnaires is 15 - 20 years. The students between the ages 15 – 20 are dominant age group. These respondents were adolescents who are more sensitive and vulnerable to the situation of family related problems and they have been affected by it. Meanwhile, one can observe from Table 4 that 23% students are above the age of 21. The rest of the students groups are variedly below 20 years of age. From this age distribution we can say that those who between the age of 15-20 are found in the school and that is their critical age needs so much accompaniment.

Table 5**Distribution of Students Respondents by Gender**

Gender	n	%
Male	158	54
Female	133	46
Total	291	100

Table 5 shows that out of 291 respondents 54% of them constituted the make up, while the other 45% made up of female respondents. This is quiet fair representation, which indicates that both boys and girls are given equal opportunities to education.

c) Parents

The researcher interviewed a total of 40 parents. The interviews were conducted Kariobangi and Korococho area. The interviews comprised of 28 female and 12 male. All the interviews were conducted in Kiswahili, the local language, and translated in to English for compilation and writing purposes.

4.2 The General Academic Performance

The teachers, students and parents were presented with items that set out to elicit information on the general academic performance of students in Our Lady of Fatima.

a) Teachers' Response

Teachers were asked about their view on the general academic performance and gave the following information.

Table 6

The General Academic Performance from Teacher Respondents

Response	n	%
Excellent	-	-
Good	1	2
Average	30	71
Poor	10	23
Very poor	1	2

Table 6 (71%) of the respondents said that students' performance in OLF is average. (23%) said that the performance in OLF is poor.

Majority of the respondents indicated the reason for answers above were that the learners whose parents earn a higher income and value school education are more likely to do well in class.

One teacher said,

Since the parents' possess the financial means, they naturally send their children to the best schools. They also provide their rewards to their children with books and necessary school materials for better learning.

Most of the children coming from a slum environment suffer from fatigue because of the many domestic duties that they have to perform at home. In addition, their families are over overcrowded and the children sleep in quarters that do not allow them to get adequate rest.

One other teacher said,

Children from the Slum areas are prompt poor, inadequate clothing; overcrowding and unsanitary living conditions all combine to effect poor performance. These factors can greatly reduce the child's working efficiency and have a very bad impact on his/her progress in school.

This implies that there is a correlation between family background of the learner and their performance. The ages 15-20 are a very crucial stage in the growth of the children. They have just passed out of childhood and are not yet adults. This puts them in a perplexing situation. They have a big dilemma about the identity. The adults do not accept them as their age group while they can't behave as children either anymore.

b) Students Responses

Students were asked about their view on the general academic performance.

Table 7

The General Academic performance from Student Respondents

Response	n	%
Excellent	1	2
Good	68	23
Average	180	61
Poor	41	14
Very poor	1	2

As indicated 61% students said their performance is average. However the other 23% of the students responded that their performance is good, on the contrary 14% of the students said their performance is poor.

Students were also asked about their view on what hampers their general academic performance and they gave the following reasons.

The majority of them said environmental factors influence the academic performance of students in the slum schools.

One student from Form Three said,

Our school environment has uncondusive atmosphere that makes some students hate school. We fill humbled to be in the slum school.

Teachers' attitude towards their work, their classroom management, and their interaction with pupils also have great impact upon the academic achievement.

One student has this to say about childrens' attitude towards his teachers,

If not for my Physics and Math teachers, who always are present and supportive, my attitude towards the school and my performance could have been negative.

Many students are poorly motivated. Pupils are sometimes neglected, abused, mishandled and sent out of class during class periods. The obvious results of this are absenteeism, poor performance, and non-completion of education.

c) The Views of Parents on the General Academic performance of their Children

When asked about their views on general academic performance of their children, all the interviewees unanimously agreed that their children performance is average. The parents explained that the economic disruption of the parents causes the children to be interrupted from focusing on their studies and they drop in their performance. They said that they live in the slum and live below the poverty line.

All individual problems in the family are, integrally, family problems. All family members are affected by any one person's problems. Everybody in the family needs, comfort and healing. You cannot make somebody in your family successful and happy, but you can play a vital role in providing hope and resources to meet these deep needs.

One mother told the following experience on the above point

I know my son, Jim, was having problems, but so was I. My husband, Joseph, lost his job after his heart attack a couple of years ago. The combination of the medicine, the heart attack, the hard time he had getting a bob, the huge rent, the school fees, and the financial crunch at home all combined to make life

miserable for Joseph. He felt like such a failure. He became deeply depressed. He tried several jobs, but he didn't do very well in any of them.

My son was fourteen when his dad had the heart attack. He had always done so well in school, but for some reason, he started failing classes he had been making A's in. I guess we didn't give him the attention he needed. Some people say that age level is a very important time in a boy's life. But we did all we could to pay his school fees. Joseph was depressed and trying to get back on his feet. I was working to earn some money for the family. Our two daughters Mary and Marta, are coping all right with all. They are three years younger than Jim and they are twins.

By the time Jim was sixteen, he was pretty wild. All the boys he hanged around with were children of good friends of mine, so I thought it was ok. I didn't ask too many questions---maybe because I didn't want to know the answers. There were some signs, but I didn't see them. He came home really late. He didn't talk to us about much. He got really angry rather quickly. His grades fell off to C's and D's. he got calls from a lot of girls who I thought were kind of loose.

But like I said, I was preoccupied with taking care of my husband, making some maney so we could pay of the school fees, the doctors, and have enough to eat, and take care of the twins. I just didn't have enough energy to cope with anything else. The pressure was so intense, we got on each other's nerves alot. Everybody was mad about something, or a lot of things. We used to laugh and talk in our house, but during all this, you could cut the anger in the air with a knife. All of us were miserable around each other. I couldn't believe Jim would drink. Surely he could see what drink was doing to his father! But he was drinking alot, and smoking cigarettes. It was incomprehensihle to me that he was doing all this.

Understanding this story, we get to know that in critical stage of confusion, the caring, affective and loving accompaniment of the parents is very important. Otherwise, the child of this age can easily get lost, the identity of person becomes blurred, causing a whole lot of emotional and psychological disturbance, which can leave the child at a very low level of academic performance.

It is frequently and rightly stated that family environment is particularly important in the matter of education. Parents are primary charged with the work of education and above

all with the forming of the bases upon which children can build a spirit of confidence and competent achievement.

Some other parents pointed out that general academic performance is affected by the parents socio-economic problems of the parents. The students' performance in Our Lady of Fatima is affected.

A grandmother who is looking after the education of six grandchildren pointed out,

Educating my grandchildren has become elusive as I used to finished all what I have in the paying the hospital bills of my children both of whom died of HIV/AIDS leaving their children orphans. To follow up the performance of my grand children I leave that for their teachers for I have much need to answer.

All the respondents expressed the concern that the immediate environment of OLF is not conducive to learning. The students of OLF, they said, come from the slums of Kariobangi, a neighborhood that is plagued by drug-abuse, violence, and poverty. The students are exposed to rampant killings, prostitution, theft, fights, and quarrels on a daily basis.

In conclusion, we can see from the response of the teachers students and parents that teenagers who are in their secondary education have psychological, economical, emotional, social needs. This includes needs within the family as well from out side. Sadly, the average student spends little time in meaningful relationship with the parents and teachers that hinder achievement in their academic performance.

4.3 Difference between Our Lady Fatima and Other Schools in Relation to Academic Performance

The teachers and students were also asked whether there were difference between their school and other school in the nation.

a) The Teachers Responses

Teachers response to an item that general academic performances of OLF differ from other schools.

Table 8

General Academic Performances of OLF Differs from Schools in the Nation		
Response	n	%
Yes	37	88
No	5	12
Total	42	100

As indicated in Table 8, 88% respondents admitted that general academic performance of the students in OLF is affected by the socio-economic situation of their family that made them differ from other school in the nation. On the contrary 12% of the respondents confirmed that there was no difference between general academic performance of the OLF and other schools in the nation. They agreed that performance is average in spite of the situation; therefore, there are other slum schools like Our Lady of Fatima.

In addition the teachers' respondents were also asked to give their opinion about the differences between their school and other schools in the nation.

All teacher respondents expressed their opinion that their school has very diverse, special needs for the students due to its location in the slum. It requires teachers trained in special education courses since majority of the students need a different, individualized learning environment unlike the normal mass teaching the school offers.

One of the respondents said,

Our school is situated in the midst of four humbling slums with very poor security, instability of their families with lots of adverse things from crimes and lack of sanitation.

Another teacher respondent said,

A school in which good moral prevails is likely to have much fewer discipline problems, among teachers and consequently among students. Teachers in such schools are likely to be more committed and to do their best for the good of the school. According to the teachers, good morale, and hence commitment, is the key to an organized utilization of teaching resources and the most effective teaching methods.

One senior teacher extended his opinion that good behavior in school is usually one of the features of the school's effectiveness. He said,

In good schools students are attentive, courteous, and respectful of others. They are punctual and attend lessons regularly. In schools where students' behavior is unsatisfactory truancy is often practiced. But for our students who are surrounded by poor family background it is difficult to achieve healthy learning environment.

The reality of the family and of the neighborhood distracts the students from concentrating on studies. Besides, the teachers' performance is also affected by the insecurity in the neighborhood, as they can never tell what will happen to them next. The respondents mentioned, for instance, that teachers work under fear of attacks from students who sometimes turn to criminal ways in order to obtain their basic needs.

Also, some students who are under the effects of drugs are unruly, and thus, impossible to teach or discipline.

b) Students' Response

Table 9

Responses to Likert Scale Items by Student Data in Percentage

Item	SA	A	UD	D	SD
	%	%	%	%	%
I have ample study time at home I manage to settle school fees by the end of the term	3	2	-	90	5
Where I live I have conducive environment for my study	1	1	1	30	68
I am satisfied with my academic performance	1	47	1	50	1
I converse about my academic performance with parents	6	60	1	22	11
I worry more than other people	29	72	-	5	1

In table 9, the majority of the respondents either strongly disagreed or disagreed that the family problem brought lack of focus in their study and academic performance. For example 95% of the respondents agreed that they have no time to study at home. From the table we also see that 96% disagree that on the difficulty of settling school fees by the end of the term. Other 98% expressed that where they live they have no conducive environment for their studies.

4.4 Subjects in which Students Coming with Family Problems Perform Poorly

a) Teachers Response

The teachers were asked on what subjects students coming with family related problems perform poorly.

Table 10

Subjects in which Students Coming with Family Problems Perform Poorly from Teachers Response

Subject	n	%
Science	8	19
Arts	2	5
Technical	1	2
All the subjects	31	73
Total	42	100

73% of the respondents said that students coming with family related problems perform poorly in all subjects, 19% of those said it was science. The finding show that students coming with family problem do poorly almost in all the subjects and unless they are supported and given special attention and made competent in their academic performance their future is uncertain. With the poor results they get, there is no way for these children to enter higher learning institutions, and thus, there is a somewhat less chance of achieving success in life.

b) Students' Response

The students were asked on what subjects they perform poorly.

Table 11

Subjects in which the Students Perform Poorly Students' Response

Subject	frequency	percentages
Science	105	36
Arts	2	5
Technical	1	2
All the subjects	183	63
Total	291	100

Table 11 shows 63% of the student respondents said they perform poorly in all subjects. 36% of them said that they perform poorly in Science subjects. This hinders them from pursuing higher and further studies. Thus, children coming with family problems encounter a great problem of self-reliance.

4.5 The Contribution of the Teachers to Help the Students with Family Related Problems

Table 12

The Teachers' Effort to the Help Students Coming with the Family Problem

Respondent	n	%
Always	20	46
Sometimes	19	45
Rarely	3	5
Total	42	100

Table 12 shows how majority of the respondents that is 46% helped students with family problems always, while and 45% helped them sometimes. Only 5% rendered help rare. The finding indicates that the extent of help given was not enough for successful academic achievements. Students coming from family related problems should get constant help and guidance from the people concerned with education. It is they who give a well-rounded education.

More help is needed for the children with these difficulties. Teachers should encourage and recognize troubled students at school since they often suffer from discrimination. The teacher must clearly demonstrate that discrimination is not acceptable in the classroom and that all the children are of equal worth.

If children are to achieve at school, they need to be motivated by the teacher. The teacher has an extremely important role in giving pupils a sense of worth. Teachers should praise students. The teacher's actions should not be automatic but should correspond to the efforts of the pupils themselves. This shows that he or she truly recognizes their progress and is concerned with their difficulties.

Table 13

Sample Likert Scale Items from the Teachers' Data in Percentage

Items	SA %	A %	UD %	D %	SD %
Teachers are effectively helping the children to improve their performance	9	86	2	2	-
Students share their family related problems with teachers.	-	5	-	83	10
Our Lady of Fatima Secondary School has put in a tremendous effort to help students with family problem	10	80	-	7	-
As a teacher I acknowledge students' limitation and help them on their limitations	2	71	3	12	3
Students share their personal insight and experience about themselves	2	5	-	86	7

Table 13, the majority of the respondents agreed that teachers are effectively helping the children to improve their performance. In most cases the teachers are aware of the situation of their students. Although it is hard to establish personal relationship with individuals who need particular help the teachers try to help to improve students' performance. For instance, 95% agreed teachers are seen as effectively helping.

b) Students have their own views about Contribution of parents, teacher towards helping students with family related problems for better performance

The students were asked whether parents and teachers were helping the students with family problems to improve their academic performance.

Table 14

		Responses to the Likert Scale Items from the Students Data in Percentage				
Item		SA	A	UD	D	SD
i)	My parents work hard to meet my needs.	79	10	1	8	2
ii)	My parents always listen to me	4	14	1	71	10
iii)	I share personal insights and experience about myself with my teachers	2	10	2	76	10
iv)	I spend quality time with my parents	4	45	2	46	2
v)	I spend my family related problems with my teachers	2	5	-	83	10
vi)	I am happy with the way of teaching in OLF	10	81	1	7	1

On the above Table 89% of the respondents appreciated their parents' effort and hard work to meet the needs of their children. Some few respondents pointed out that their parents are irresponsible and alcoholic. 83% of the respondents expressed that they do not share their family related problems with their teachers, while another 76% have expressed they do not even share personal insights and experiences about themselves with their teachers.

These indicate that children with family related problem will carry forward to the authority which is the teacher in the school. Most of them are affected for not being able to express all their burdens that makes them lose focus and it has devastating effect upon a child's academic performance.

4.6 Contribution of the Government, NGOs, towards Helping Students with Family Related Problems.

a) Teachers Response

The teachers were asked whether the Government, and NGOs, were helping the students with family problem to improve their academic performance.

Table 15

Sample Likert Scale Items from the Teachers' Data in Percentage

Items	SA %	A %	U %	D %	SD %
The contribution of NGOs to help students with family problem has been tremendous.	12	86	-	2	-
The Ministry of Education has been able to respond to the needs of the teachers by organizing workshop, seminars and courses.	11	73	2	7	6
The Provincial Educational Officer or the inspectors of schools visits your school regularly	-	2	3	73	2
The NGOs are contributing to help children with family problems	8	86	1	5	-

Table 15 shows that 98% of respondents agree the statement about “the contribution of NGOs to help children with family problem has been tremendous in the school. 84% said that the Ministry of Education has been able to respond to the needs of the teachers by organizing workshop, seminars and courses. 73% disagreed with the statement that Educational Officer or the inspectors of schools visit the school regularly.

94% of the teacher respondents said that NGOs are contributing to help children with family problem.

Although the help of NGOs is tremendous it is hard to respond to the large population with few school. The needs to be answered by the government are so many. The slums in Nairobi are numerous with areas, which are densely population, and with less infrastructure development. The situation of the people living in the slum areas are without drainage, sewage management and lack of water. It is because of lack of proper planning undertaken by the government that these populations in the slum areas like Korogocho, Kibera, Mukuru, Lindi, Hilanga, Mathare North, Kawangware, etc. Life in these slums is difficult and it is bad, not only for the academic performance of the students, but also for the general economy for the country.

Poverty caused by lack of general development by the government that there are no roads for example, no business opportunities, limited supply of essential goods and lack of industries to create employment for the inhabitants of the slum. There is also factor of the political power struggle where the inhabitants are divided into several political parties, which have not been able to create development of fewer schools to cater for the large population.

b) Students Response

The students were asked whether the Government, and NGOs were helping the students with family problem to improve their academic performance.

Table 16

Responses to the Likert Scale Items from the Students Data in Percentage

Item	SA	A	UD	D	SD
	%	%	%	%	%
i) The government is contributing to help children with family problems in OLF	6	66	4	23	1
ii) Does the Provincial Educational Officer or the inspectors of schools visit your school regularly	-	22	3	73	2
iii) The NGOs are contributing to help children with family problems	10	84	1	4	1

It can be deduced from Table 16 that 72% agreed that the government has played its role in improving the difficult situation which affects performance in OLF. Whereas another 75% of respondents said that the Provincial Educational Officer comes not regularly. While this is so, there is need for dedication and commitment on the part of government through the Ministry of Education for regular supervision of school. That will help the students in the school feels recognized and the teachers supported. 94% agreed that the NGOs had been tremendous.

In addition, student respondents expressed that the government should provide secure environment to their teachers so that teaching and learning will be smooth.

One student said,

There are thieves who enter the school compound or wait at the gate to snatch the bags of our teachers or threaten their life. I witnessed at our school gate one day when one of our teacher who scared death by the three gang men. If not for

the students who were out for the lunch break, she should have been dead then, although up to now, she is still suffering trauma.

It has been shown in several occasions that good behaviour is a necessary condition for effective teaching and learning, and an important outcome of education. For the students to learn, they need a secure environment, and a clear framework of expectations derived from an agreed viewpoint. When this is consistently implemented, the school attends to the development of students and teachers and the value that the school promotes.

The Provincial Educational Officer or the inspectors of schools needs to visit the school regularly. This can help maintain that the head teacher and teachers who concentrates on creating a happy and harmonious school will find support and add academic success in their efforts themselves and their students. Success is due to qualities of integrity and habits of service in the students.

c) Parents Response

All those interviewed agreed that the government, the Church and NGOs were contributing towards better performance of the children with family related problems in Our Lady of Fatima Secondary School. 92% of them said that the government's, Church's and the NGO's major contributions to Our Lady of Fatima Secondary School had been through construction of the present structure. They admitted that these sponsors provided building materials and built the school progressively, while the government pays the teachers' salaries. The Church

sponsored some students and provided for other needs, such as food. One of the women acknowledged,

The sponsors not only build the school but they also paid sponsorship to the two of the children whose parents have passed away and I have to take care of them besides my own large family. In addition the interviewed people said that the Church, the government and NGOs had been organizing workshops/ seminars for the teachers.

One of the men who was committed in the Parent Teacher Association said,

Through the school Department of Guidance and Counseling even the parents were given guidance on how to help and work together with the teachers. He pointed out our responsibility and value in education.

4.7 Effects of Family Problems on the Academic Performance

a) Teachers' Response

The teachers were asked whether family related problems can affect performance of the students in Our Lady of Fatima Secondary School.

Table 17

Response to the Sampled Likert Scale Items from the Teachers

Item	SA %	A %	UD %	D %	SD %
i) Students' academic performance in our Lady of Fatima is affected by family related problems	12	83	-	2	2
ii) The parent's socio-economic situation influences the childrens' performance	10	86	-	2	2
iii) In OLF, the hope for secondary education has become elusive for most pupils with family problems	7	92	2	5	-
iv) OLF, students dropout of school is due to lack of finance and economic hardships of the family	15	81	-	2	2
v) Students coming from poor family in OLF perform poorly	18	71	2	7	-

It can be deduced from Table 17 that 95% of the respondents agreed that students' academic performance in OLF is affected by family related problems. Another 86% agreed that the parents' socio-economic situation influences children's performance.

The teachers also expressed that performance of the students are affected by a number of problems: 92% of the teachers for lack of role model, 86% for poor family background, 84% indulgence to drugs and related vices, 87% added absence due to lack of school fees, 91% of the teachers suggested environment where school is situated, so it is overlooked by other participative students and students develop low motivation. Other teacher respondents said discipline cases, that they misbehave to seek attention, unstable families; divorced due to finance. Stealing to meet their needs, peer pressure, etc.

Family functions as the standard institution for looking after of children, to guide and counseling them toward holistic growth. The family is the first primary school and it is where personality development begins and continues until the time the child is responsible enough for his/her personal growth. The child gets the basic foundations of its goals and aims in the family. The child learns from parents, ways and means to set objectives and to achieve them successfully. The parent's ways are the first models for the child's education.

b) Students response

The students were asked to give their views on the impact of family related problems on their academic performance.

Table 18

Effect of Family Problem on Academic Performance OLF from the students data

Item	Yes	No
	%	%
i) Do you have enough time to study and do your homework at home?	5	95
ii) I have no father to help me in my studies	64	36
iii) I have no mother to help me in my studies	36	64
iv) I have no parents who can help me in my studies	53	47
v) I have no difficulties	2	98

Table 18 is indicating that 98% of the respondents have confirmed difficulties in their academic performance. 95% of them are having not enough time to concentrate in their studies and do their homework at home. They gave different reasons to justify their statement. First, the respondents expressed their opinion on the problems that they have at home. They pointed out that it is hard for them to concentrate on the school achievements. They said that some of them have no parents and, even those who have parents, said that their parents have no time to help them achieve in their education.

One of the respondents commented,

I am worried and I want to know where my father is. I want to know why my mother and brothers/sisters live in such miserable conditions without protection. Life is strange and dark. I have no concentration in my performance.

Another girl also said,

I have to do domestic duties at home. Our room is overcrowded. I have no place, even to sleep. In addition my father everyday comes home drunk and biting whoever he finds on his way. Above all, my parents always quarrel and I am eldest in my home.

A boy respondent added,

At home we use one kerosene, the other is without paraffin. One is not enough for us to do our homework. There is a lot of interference, loud music next door, which is a bar and people make a lot of noise there.

However, some few male respondents indicated that their sisters do the house duty.

One male student said,

I have many sisters at home and they are the ones who do the housework. I am given kerosene to use whenever I like to read at night.

Secondary, some of the respondents noted that they are orphaned and they have all the responsibility to look after their siblings and look after their means of school fees.

Unlike the boy above mentioned, the following is the experience of another boy,

Several times I missed class looking for the sponsorship from World Vision. They told me to come and see if my name and my brother's name is on the list of the lucky ones. After all that absence I got the money paid for one school term. It is only later on that the school administration considered my situation and paid my school fee and of my brother's. And now I only have to look for what to eat when we go home from school. In this way we have no time to study and do the homework.

Adolescents have their own crisis to live out the right expectation of society. They needed their parents to help them in every aspect of life.

One girl approached me when I was a student teacher in that very school last year and she have this to say,

I feel that my parents get so caught up in their busy everyday duty. The thing I need most from my mum is she let me know that I can come to her anytime because there have been times which I need her judgment, but she wasn't there. As a result of that I have lost my virginity. I am not saying that it is her fault that I did what I did, but what I am saying is that if maybe I have had someone to talk to I wouldn't have made the biggest mistake of my life.

One other girl wrote to me from the same school where I was a student teacher.

What I need from my father is affection and love because I go looking for both of these things from boyfriends. I know it is not right to look for such deep emotional thing in dates but I am a sensitive person who needs to at least to be told once a day that I am loved. But despite these failures to communicate my feelings to my dad I turned to my boyfriend who is helping me to focus on my studies. I pray that God will save my Christian spouse for me to marry someday.

Both girls may over state their parents' reactions abit, but they were able to make their point in sharing with me. When I asked both girls if I could include this piece of their story on my data to this study they agreed that "One day their parents may read this and answer to the love and attention that is most needed."

c) Parents View on the Effect of Family Problem on the Academic Performance of their Children

All parents interviewed, expressed the view that the performance of students in Our Lady of Fatima is hampered by family related problems. The common response of the parents interviewed was that due to poverty most of the parents were unable to pay school fees for running those institutions.

The majority of parents interviewed indicated that the academic aspiration of school children is positively related to the home and school environment. They said this is so because children tend to imitate prominent figures in the home and school surrounding. They repeatedly pointed out that the family background of the learners has considerable impact.

The majority of parents interviewed indicated that the academic aspiration of school children is positively related to the home and school environment. They said this is so because children tend to imitate prominent figures in the home and school surrounding. They repeatedly pointed out that the family background of the learners has considerable impact.

As a child grows in a given family, and learns from its parents and, to a lesser extent, from its siblings, one woman said,

The parents furnish the basic concepts of woman and man, husband and wife. Typically both mother and father in the family attempt to give the child a well-grounded moral life. The interaction patterns that follow day after day sink in to the child's mind. All their pleasures and frustrations, anxieties and opportunities for expression and co-operation, completions and conflicts come to characterize the child's emotions, thinking and reasoning.

The parents explained that they are role models for their children. A mother respondent gave the following example,

A specific mother may exemplify the clubwomen, a businessperson, an artistic member of the community or a professional leader. A specific father may illustrate how to be a professional man or political leader. The direction of ambition and the security of the family contribute much to the successful performance of the child

She extended her explanation by saying,

Mothers eventually find themselves compelled to have heart to heart talks with daughters. Fathers, on the other hand, find it wide to pass along their sons expedient wisdom, the folkways and the mores of the masculine professions of the political and social life.

4.8 Difficulties Faced by the Parents in Educating their Children.

When asked whether they had difficulties in education their children, all of them agreed and gave the following reasons to justify their responses. 74% of the interviewees expressed that the parents lacked money for school supplies, uniforms, examinations and tuition fees not covered. Accordingly, it has led to low attendance, since their children are frequently sent home to bring the school fees. The parents said that their children dropout of school, because parents do not meet the demands of schools. The interviewees also stressed that, although the government made education accessible in the slums and the Church community provided one meal for the students to help them go on with the afternoon classes, parents must still pay for supplies, school fee and some school costs, including examinations.

In addition parents interviewed pointed out life in slum areas, inadequate clothing, overcrowding and unsanitary living conditions all contribute to the effect of poor performance. One man said,

I wish my children one day will be in the boarding school because it is hard to explain how my wife and I feel about the size of our room and our neighborhood, which are shanty houses with such a conjunction without any privacy.

The interviewees also admitted that some parents find difficulties in bringing up their children in a healthy family environment. A woman said,

My husband always comes home drunk and we are married in the Church. Lately, she said her husband comes home nagging and beating her. Our

children are the first to witness this situation. "I ask myself", the woman said desperately, on thinking what example we are giving to our children?"

One of the interviewees articulated that the girls from slum areas are married off at a tender age to reduce the pressure on the family for additional school fees. In all this, there is very little parental guidance.

4.9 Possible Concrete Suggestions to Help Improve the Conditions of those Children and Their Academic Performance

a) Teachers Respondents

Possible concrete suggestions to help improve the conditions of those children and their academic performance:

The teacher respondents were asked to give some concrete suggestions as to how the students affected by the family related problems could be helped to improve their academic performance.

Respondents extended their personal and valuable experiences on how to embrace and improve the poor academic performance of children of Our Lady of Fatima Secondary School.

The respondents suggested that the best way of improving the academic performance of the students could be turning OLF into a boarding school. They feel that a boarding school could help in confining the student to the school compound, and hence, reduce the level of destruction caused by events in the neighborhood.

Again, all the respondents suggested that establishing security measures within the school environment is vital to improving the academic performance of the school. According to them, the government, the Church and other organizations should work collaboratively and devices security in the school neighborhood so that a peaceful atmosphere exists for both teachers and students.

The majority of the respondents also made it clear that in such a slum environment, where life is dismal and has very little meaning for some of the students, success in academics not only depends on the teachers' own positive commitment, but it also requires a lot of involvement from the students, parents, the government, and other organizations.

In this regard, they first of all pointed out the need for teachers to give special attention to the students and to give their students the incentives to do their best. The respondents stressed that one possibility of improving students' performance lies in the teachers' ability to build on the strength of what is good in their students. In the respondents' view, teachers need to encourage their students, notice their potentials or slightest progress and approve it with sincerity. Approval, the respondents said, will reveal to the students their possibilities to improve. Once they have attained self-confidence, they will be capable of achieving the required performance.

In addition, teachers should set up a classroom environment that is conducive to learning. Classroom activities should be balanced so as to make learning interesting to students.

One female teacher said,

...lessons should be realistic and life issues must be addressed. She said, for instance, that teachers should give more time to tutoring academically those students who have family related problems. Very weak students should be given even more time.

Furthermore, many respondents mentioned the importance of home as a learning environment and the need for home and school to work together for better performance of the children of OLI. According to them, parents should strictly follow up their children's performance. They said, for instance, that parents should ask questions about the school day, spend time reviewing homework and help their children to study well for exams. By involving themselves in all the aspects of school, the respondents said, parents give their children interest and attention to school and studies. For this reason, the respondents suggested that parents should attend the parents/teachers association meetings and the parents/teachers conferences. According to the majority of the respondents, such cooperative attitude and involvement between parents and teachers can be paramount to students' good academic performance.

Besides that, the respondents said that parents need to spend more time with their children, especially during the time of adolescence, as it will help their children to develop identity and also help them to cope with the challenges of adolescence.

Again, in connection with the idea of collaborative work between teachers and parents with the view of improving the academic performance of the students of OLF, some respondents suggested that the government, the Church, and NGOs should sensitize the community on values of a healthy family and wholistic education. They said that this initiative of the government, the Church and NGOs will motivate parents who have neglected their duty of educating their children by giving excuses of taking up their other responsibilities.

To some respondents, another factor that could help improve the academic performance of the students is good teacher/student relationships. They said that teachers should make an effort to know their students and their background and establish good relationship with them. Knowing students and their background, they said, helps to eliminate biases. Consequently, they will be able to meet their diverse needs and have effective work with them. Hence, the respondents strongly recommended that the teachers should commit themselves to know their students and learn about their background and have good relationships with them, so as to be of help to them and hopefully improve their performance.

Some respondents pointed out that poverty is one of the biggest problems that adversely affects the children of OLF, and hence, hampers their performance. The majority of the parents are jobless and the salary of some is so meagerly that these parents cannot afford to pay the tuition of their children. The fees payment is very poor. Often, some of the students are sent out of school due to their inability to pay the required amount. In this regard, some respondents suggested that the government and the Church should sponsor the school fully so as to prevent the interruption of studies due to inadequate payments, as is the case with many students. Other respondents, however, were of the opinion that the government and the Church instead should give more bursaries, especially for the destitute students.

b) Students Suggestions on How to Enhance the Performance of Children with Family problems on their Academic performance in Our Lady of Fatima Secondary School

When the students were asked to give some suggestions on how to enhance the performance of children with the family related problems they gave the following suggestions.

All the student respondents suggested that the government should consider the multitude of slum schools with their many needs.

Another group of the respondents expressed their opinion that the government should build boarding school outside the slum and take care of free education for those children with family problems. According to them, children perform well when the relationships between their parents are cordial. Some of them also added that school environment is very important and, in the boarding school, their would be much focus on performance.

The students also suggested that they needed to be loved, cared, and appreciated by their teachers. In addition, they would like to be heard in all the subjects, specially science subjects. They wish that they could get extra classes whereby they could ask and discuss freely with teachers.

In addition, some of the student respondents suggested that the parents should be fully involved in the education of their children, guiding and encouraging them in the importance of education. They concluded that academic performance is the contribution of students, teachers, parents, and environment in itself. Therefore, they suggested that the groups above need to work hand in hand to achieve successful performance.

Finally, other student respondents suggested that when the government is not answering the needs of these students, the NGOs and Church needed to respond.

c) Parents' Suggestions on How to Help and Improve the Poor Academic Performance of Children with Family Problems in OLF.

Different respondents extended their personal and valuable experiences on how to enhance and improve the poor academic performance of the children coming with family related problems in Our Lady of Fatima Secondary School.

The interviewees expressed their opinion that the parents should respect one another to confirm that they are the first educators of success to their children. They highlighted the importance of building up love and unity in the families, be a role model to their children in every aspect of life, and to show parental love and care. While doing this, parents are building a united and successful family.

The majority of them said that single parents should show collaboration with the administration and staff to work together for the successful performance and holistic growth of their children. They added that single parents are to encourage children to work hard, ask them what they really need and assist them constantly with the subjects that seem to be difficult. As single parents, they must not be disappointed by the poor performance of the child. Improvement will come gradually. They suggested, that, teachers need to give special attention to and motivate this category of students by using different teaching methods, and keep them active. Teachers need to tell their students that they are capable of achieving the required performance.

Some of the interviewed people also suggested that the government should appoint full time professional councilors to help the students with family problems. They extended that the school also needs social workers who can help students and teaching staff to solve the problems of both teachers and students who are affected.

4.10 Conclusion

Finally, this chapter has indicated that children with family problems perform poorly in their academic performance due to various reasons mentioned above. The data show many points of convergence on the responses of the teachers, students and the parents in regard to the topic. The chapter also reveals the vital importance of understanding these students and their problems thoroughly so, as to follow them up constantly and give the needed assistance. Therefore, there is a great and urgent need to encourage and enable the students to perform academically and have a bright and promising future. This can only be achieved by cooperative work of parents, teachers, administration, government, NGOs and the Church.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary, conclusions and recommendation to the study.

5.1 Summary

The purpose of this study was to investigate the impact of family problems on the academic performance of students on Our Lady of Fatima Secondary School Kenya.

The study was guided by the following research questions:

- 1) What are the effects of family problems on the academic performance of children at Our Lady of Fatima Secondary School in Kenya?
- 2) What the measures taken by the concerned Church, NGOs, Governmental bodies in order to improve the academic performance of students with family problems?
- 3) What has been the response of the Ministry of Education towards identifying the difference between students coming from healthy families and children with family problems?
- 4) What are the efforts of the school to help students in this situation?
- 5) What are some of the possible concrete suggestions that can help to improve the conditions of these children and their academic performance?

The researcher used survey and case study designs. The survey design helped to collect data from a large population while the case study design made a detailed examination of

the parents as a group. The study was carried out at Our Lady of Fatima Secondary School in Nairobi Kenya, Kasarani Division. The sample group included the head teacher, teachers, students, and parents. There were 373 respondents of whom 42 were teachers, 291 students and 40 parents. The instruments used to elicit the data were questionnaires and an interview guide. The questionnaires were fast, economical and collected data from large number of people within a short time. Meanwhile, the interviews provided in depth information to the study. The responses were analyzed using frequently distribution and percentages.

The major findings of the research were:

1. The learners in the classroom carried with them their family situation. Therefore for better performance a healthy family situation became essential.
2. Success in academic performance depended on the collective responsibility of students, teachers, parents, government and other organizations.
3. There was a high rate of school dropout in Our Lady of Fatima.
4. The high level of poverty made difficult for parents to educate their children.
5. Poor housing and living conditions made the good performance unachievable.

5.2 Conclusions

This study has revealed that the family problem is one of the major contributory factors in poor academic performance of students in secondary school. It has also indicated

further that students coming with family problems end up scoring poor results in National Examinations. They also encounter a number of complicated and various adjustment problems in school environment and in society at large. The factors that have effect in academic performance of students coming with family related problems are that of lack of parental guidance, basic needs, feelings of un-wanted-ness, of not being understood etc. Therefore, the education of these students meant just going to school in most cases, but they hardly succeed in performance. Their going to school neither gives present joy in a successful achievement nor leaves room for a hopeful future.

Secondly the study also revealed that some to extent there was lack of focus and motivation in both teachers and students. In most cases, teachers did not take notice of students coming from broken families and their poor academic performance, and why they perform poorly. Thus, they could not reach out to assist the needs of those children. On the other hand students, themselves also did not make effort to be helped by their teachers. They did not seek guidance for successful academic performance. The students showed lack of self-confidence and conviction of achieving required results in all subjects. As students of slum area, they also felt demoralized when they compared themselves with fellow students coming from better schools. Therefore, it was clear that the attention of students coming with family related problems were diverted from successful learning.

Finally, it was evident that poor academic performance in secondary schools students who come to school with family related problems was not a matter of chance or fate, but it was as a result of numerous issues combined together. Hence, it is an urgent need and every educationalists' responsibility to assist this category of learners. Society at large must make genuine effort to solve the causes of poor academic performance, and empower our learners to do their best. Especially, the parents need to consider their responsibility to instill healthy home environment and to value education. The value which family attaches to school education determines the motivation with which children pursue such education.

5.3 Recommendations

Several aspects were noticed in the study, which could be adopted, by teachers and parents in an effort to improve the state and situations of students coming with family related problem and to upgrade their academic performances. The following recommendations are made by the researcher:

- i. First and foremost, the parents should look after their children with full responsibility, keen interest and commitment to family life.
- ii. The family needs to be united in creating a happy and healthy relationship with their children. They are to give them freedom with responsibility, and set goals to achieve.
- iii. The parents, caregivers, and sponsors should supervise the holistic growth of

their children, especially in their academic performance.

- iv. Parents, school administration and teachers need to find ways and means of enticing the learners to education. For this, they need to be equipped with necessary learning facilities.
- v. Administration and individual teachers need to take the trouble to identify Children coming with family related problems, so that they will be able to give special attention and assistance to them.
- vi. It is important that schools need to have councilors who could see into the psychological needs of the students.
- vii. It is a great help that the administrator will have a direct communication with individual parents or caregivers.
- viii. The government, the Church, and the NGOs need to challenge the parents on the value of education through sensitization.
- ix. There is need for Ministry of Education to improve the teaching conditions in the slums. This is especially urgent in order to secure the necessary teaching and learning conditions.

5.4 Areas for Further Research

This study focused on the impact of family problems on the academic performance of the secondary school children in Our Lady of Fatima. However, the researcher suggested the following areas could be considered for further research:

- i. Impact of family problems on the academic performance of secondary schools in other slums.
- ii. A comparative study between students coming from healthy family background and students with family problems.
- iii. The role of parents in the education of their children.
- iv. The role of teachers in educating children with the family problem.
- v. The teachers' frustration and its implications on students performance.
- vi. The causes of dropouts from schools be studied.

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APPENDIX I

SAINT MARY'S UNIVERSITY OF MINNESOTA/USA (NAIROBI CAMPUS)

CHRIST THE TEACHER INSTITUTE FOR EDUCATION

TANGAZA COLLEGE

Sr. Berhane Paulos (Comboni Missionary Sisters)

P.O. Box 15023

00509 – Langata Nairobi

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Title of the study

The impact of family problems on the academic performance of secondary school children with special reference to Our Lady of Fatima Secondary School

Questionnaire for Teachers

Dear Respondent,

This questionnaire is designed as an instrument for a study on the impact of family problems on academic performance of secondary school children with special reference to Our Lady of Fatima.

Please, take sometime to complete this questionnaire as honestly as possible. All the information you will provide will be held in confidence. Your responses will be very helpful for the success of this study. This study is done in partial fulfillment of a Bachelor in science in Education degree from St. Mary's University of Minnesota.

Instructions

Please, put a tick (✓) in the appropriate box

Provide brief information in the section below

Section A

Background Information

Gender: Male

Female

Marital status:

Married Divorced Separated Widowed

Section B

Please, put a tick (✓) in the appropriate box in the table below

Key:

SA= Strongly Agree

A= Agree

UD=Undecided

D=Disagree

SD=Strongly Disagree.

#	Statement	SA	A	UD	D	SD
1	Students' academic performance in Our Lady of Fatima is affected by family related problems.					
2	Teachers are effectively helping the children to improve their performance.					
3	Parents are involved in their children's education through tuition					
4	The parents' Socio-economic situation influences children's performance.					
5	Students share their family related problems with their teachers.					
6	In OLF the hope for secondary education has become elusive for most pupils with family problems.					
7	In OLF Students dropout of school due to lack of finance and economic hardship of the family.					
8	Students coming from poor family in OLF perform poorly.					
9	Many parents earn very little and have many children.					
10	The contribution of NGOs to help children with family problem has been tremendous.					
11	Our Lady of Fatima secondary school has put in a tremendous effort to help children with family problems.					
12	The ministry of education has been able to respond to the needs of the teachers by organizing workshops, seminars and courses.					
13	As a teacher I put effort to know about my students.					
14	Parents have very little time to spend with their children.					
15	Teachers are effectively helping the children to improve their performance.					
16	As a teacher I acknowledge students' limitation and help them on their limitations.					
17	Students share their personal insight and experiences about themselves.					
18	Students share their family related problems with their teachers.					

Section C

1. What are the factors leading to student's poor academic performance in your school?

2. What problems do your students have that are family related?

3. How do you rate the students' performance in your school?

Excellent Good Average Poor Very poor

4. In what subjects do students coming with family problem perform poorly?

Science Arts Technical All the subjects

5. How often as a teacher do you helped these children?

Always Sometimes Rarely

6. Is there any difference between your school and other schools in the area in the nation?

Yes No

If yes please, explain

7. How do socio-economic problems of the country affect your school?

8. What suggestions can you give to improve students' academic performance

Thank you very much for your responses and honesty.

APPENDIX II

SAINT MARY'S UNIVERSITY OF MINNESOTA/USA (NAIROBI CAMPUS)
CHRIST THE TEACHER INSTITUTE FOR EDUCATION
TANGAZA COLLEGE

Sr. Berhane Paulos (Comboni Missionary Sisters)

P.O. Box 15023

00509 – Langata Nairobi

E-mail: cpmtit@yahoo.com

The impact of family problems on the academic performance of secondary school children with special reference to Our Lady of Fatima Secondary School

Questionnaire for Students

Dear Respondent,

This questionnaire is designed as an instrument for a study on the impact of family problems on academic performance of secondary school children with special reference to Our Lady of Fatima.

Please, take sometime to complete this questionnaire as honestly as possible. All the information you will provide will be held in confidence. Your responses will be very helpful for the success of this study. This study is done in partial fulfillment of a Bachelor in science in Education degree from St. Mary's University of Minnesota.

Instructions

Please,

Put a tick (☑) where appropriate

In the spaces provided briefly give the information requested.

Section A

Age: 13-15 15-20 20 and above
Gender: Male Female

Section B

In this section put a tick (☑) in the appropriate box.

Key:

SA= Strongly Agree A =Agree UD=Undecided D=Decide SD=Strongly Disagree.

#	Statement	SA	A	UD	D	SD
1	I have ample study time at home.					
2	I manage to settle school fees by the end of the term.					
3	Where I live, I have conducive environment for my study.					
4	I am satisfied with my academic performance.					
5	I spend quality time with my parents.					
6	I share my family related problems with my teachers.					
7	The government is contributing to help children with family problems in Our Lady of Fatima.					
8	I am happy the way of teaching in Our Lady of Fatima.					
9	I converse about my academic performance with my parents.					
10	My parents work hard to meet my needs.					
11	I worry more than other people.					
12	I share personal insights and experience about myself with my teachers.					

Section C

1. a) Do you have enough time to study and do your homework at home?
 Yes No
b) Give reasons for your answer
2. In which subject do you perform poorly?
 Science All the subjects Math and English
3. What are the difficulties that affect your studies most?
 I have no father to help me in my studies
 I have no mother to help me in my studies
 I have no parents who can help me in my studies
 I have no difficulties
4. Do the teachers help you in your academic performance specially in difficult subjects?
 Yes No Sometimes

5. a) Are you happy with the way of teaching in your school?

Yes No

b) Give reasons for your answer.

6. Which area (aspect)of school environment affect your performance?

Noise from outside Insecurity Small classroom,

How the above affect you?

7. Does the Provincial Education Officer or the inspectors of Schools visit your school regularly.

Yes No

8. Do you think the government is contributing to help children with family problems in Our Lady of Fatima?

Rarely always not at all

Give reasons for your answer

9. Give some suggestions on how to enhance the performance of children with family problems.

Thank you very much for your responses and honesty

APPENDIX III

SAINT MARY'S UNIVERSITY OF MINNESOTA/USA (NAIROBI CAMPUS)

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00509 – Langata Nairobi

E-mail: epmtit@yahoo.com

The impact of family problems on the academic performance of secondary school children with special reference to Our Lady of Fatima Secondary School

Interview Guide for Head teacher

I am a final year student of St. Mary's University of Minnesota, Nairobi Campus, I am carrying out a research on the effects of family problem on the performance of Secondary School children in your school. This questionnaire is meant to help me (researcher) to collect data on the said topic. The data collected from your responses to the questions are purely for academic purpose and will be very helpful to other Schools across the country of Kenya and beyond to enhance their effort of advocating for good performance to those students coming with the family problem.

1. How is your school performing in general?
2. What is the socio economic situation of your students?
3. What family related problems do you encounter in your school?
4. How do you help students cope with family related problems?
5. What are some of the suggestions that can help overcome the difficulties of your school and other school in the Slum area?

APPENDIX IV

**SAINT MARY'S UNIVERSITY OF MINNESOTA/USA (NAIROBI CAMPUS)
CHRIST THE TEACHER INSTITUTE FOR EDUCATION
TANGAZA COLLEGE**

Sr. Berhane Paulos (Comboni Missionary Sisters)

P.O. Box 15023

00509 -- Langata Nairobi

E-mail: epmtit@yahoo.com

The impact of family problems on the academic performance of secondary school children with special reference to Our Lady of Fatima Secondary School

Interview guide for the parents

1. How is the performance of your children in the school?
2. What are some of the difficulties you face in educating your children?
3. As a father or mother, do you feel the need of your partner for the wholistic growth of your children?
4. How much do you help your children to enhance the academic performance? Give reasons.
5. How is your socio-economic situation of your family?
6. What remedies would you suggest to help your children's academic performance?
7. Are the government, the Church and the NGOs contributing towards enhancing the performance of secondary school? Give reasons.
8. What practical suggestions can you give to the government, the Church, the NGOs and the parents in order to improve the performance of the children with family problem?

APPENDIX V

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The impact of family problems on the academic performance of secondary school children with special reference to Our Lady of Fatima Secondary School

Observation Guide

The researcher made observations on certain activities and facilities that help enhance students coming with family related problems in Our Lady of Fatima. The researcher made notes of what she observed. The following areas were observed:

- Students behavior in the classroom
- Students working together on the school farm
- Students interaction at play grounds
- Students interaction in the dining hall
- Forms of conversation between teachers and students in and outside the classroom
- Availability of teachers to listen to students outside of the classroom
- Students behavior that poverty trust and confidence in their teacher

**OUR LADY OF FATIMA SECONDARY SCHOOL
P. O. BOX 20511-NAIROBI**

KCSE 2003 SUBJECT RESULT ANALYSIS

	SUBJECT	A	A-	B+	B	B-	C+	C-	C-	D+	D	D-	E	TOTAL ENTRY	MEAN 2003	GRADE	POSITION	% PASS D+ & ABOVE	MEAN 2002	IMPROVEMENT INDEX	% Improvement
101	English	-	-	4	13	6	21	13	27	14	34	1	-	133	5.45	C-	9	73.68	5.21	0.24	4.61
102	Kiswahili	-	1	-	12	15	27	24	22	15	15	2	-	133	5.95	C	8	87.22	5.72	0.23	4.02
121	Maths	1	1	1	1	4	4	6	0	6	16	40	53	133	2.58	D	15	18.05	3.63	-1.05	-28.93
231	Biology	-	-	2	6	2	12	9	21	23	48	10	-	133	4.43	D+	10	56.39	4.48	-0.05	-1.12
232	Physics	-	1	1	3	3	3	4	4	5	15	23	5	67	3.78	D+	14	35.82	6.00	-2.22	-37.00
233	Chemistry	1	3	3	-	4	5	12	13	7	48	34	2	133	3.92	D+	13	36.84	3.59	0.33	9.19
311	History	-	3	2	4	11	10	7	13	2	9	5	-	66	6.05	C	7	75.76	6.65	-0.6	-9.02
312	Geography	-	-	1	2	6	10	15	23	22	39	13	2	133	4.39	D+	11	59.40	5.02	-0.63	-12.55
313	CRE	-	2	10	9	5	4	3	3	1	1	-	-	38	8.18	B-	1	97.37	7.94	0.24	3.02
316	SEE	1	2	3	2	1	4	3	1	-	1	-	-	18	8.00	B-	2	94.44	6.63	1.37	20.66
441	H/Science	-	-	-	2	2	2	2	-	1	-	-	-	9	7.11	C+	5	100.00	7.53	-0.42	-5.58
443	Agriculture	-	-	1	-	2	-	1	-	1	-	-	-	5	7.20	C+	4	100.00	5.06	2.14	42.29
501	French	-	-	-	-	-	-	1	-	3	2	-	-	6	4.00	D+	12	66.67	6.33	-2.33	-36.81
511	Music	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4.50	-	-
361	Accounting	2	-	1	2	2	1	-	2	-	2	-	-	12	7.58	B-	3	83.33	7.94	-0.36	-4.53
362	Commerce	-	-	4	4	6	12	5	8	4	2	-	-	45	6.67	C+	6	95.56	6.20	0.47	7.58
MEAN GRADE SUMMARY		-	-	2	2	8	7	25	33	37	15	4	-	133	5.02	C-		85.71	5.45	-0.43	-7.89

- NOTER:**
1. Year 2002 school mean 5.45 (C-)
 2. Year 2003 school mean 5.02 (C-)
 3. School mean improvement -0.43

OUR LADY OF FATIMA SECONDARY SCHOOL
P. O. BOX 20511- NAIROBI

ANNUAL KCSE MEAN GRADE ANALYSIS

YEAR	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	X	Y	SCH. MEAN	TOTAL A-D	% A-D
1991						1	1	6	12	11	0	0	0	1		<u>31</u>	
1992					1	1	4	7	5	8	2	0	0	0	D	<u>32</u>	96.88
1993					1	0	3	10	10	15	1	1	0	0	D+	<u>28</u>	92.86
1994				1	0	1	3	5	21	7	0	0	0	0	D+	<u>38</u>	95
1995						2	7	7	12	7	1	0	0	0	D+	<u>38</u>	100
1996					3	7	13	13	28	34	10	0	2	0	C-	<u>35</u>	
1997			2	0	4	5	11	20	36	22	8	1	2	0	D+	<u>36</u>	97.22
1998				2	4	8	14	20	22	24	4	0	0	0	D+	<u>98</u>	90.74
1999			1	2	2	9	20	32	27	11	8		0	0	C-	<u>100</u>	91.74
2000				6	6	8	26	27	13	7	1		2	0	C-	<u>98</u>	95.92
2001			1	1	6	17	17	33	26	8	3	1			C-	<u>112</u>	92.86
2002		4	2	4	5	14	29	18	29	16	2	0	1	0	C-	<u>93</u>	98.94
2003			2	2	8	7	25	33	37	15	4				C-	<u>94</u>	96.46
															C-	<u>121</u>	
															C-	<u>123</u>	98.37
															C-	<u>129</u>	
															C-	<u>133</u>	96.99

APPENDIX VII



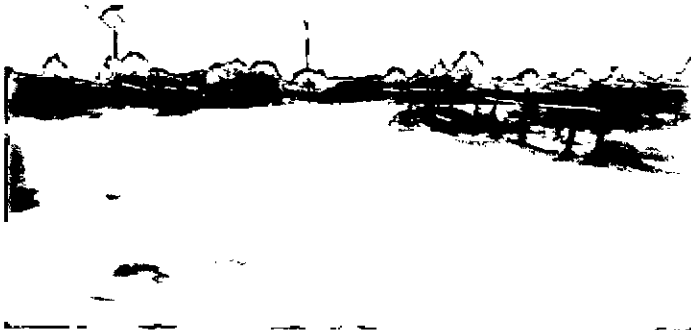
The photograph shows the neighbourhood of our Lady of Fatima, when the students visited the home of one of their classmate to give him condolences.



APPENDIX VIII



Students of Our Lady of Fatima on their way home



Students at their home



APPENDIX IX



On the price giving day The teachers are uplifting their students' morale

Our Lady of Fatima Secondary School is an island in the slum



The students are enjoying their price